DOCUMENT RESUME

ED 029 577 HE 000 727

By-Rogers, James F.
Higher Education as a Field of Study at the Doctoral Level.
American Association for Higher Education, Washington, D.C.
Pub Date Feb 69
Note-21p.
Available from-American Association for Higher Education, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.00 each; 10-12, $.80; 21 or more, $.75)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-*Doctoral Programs, *Graduate Study, *Higher Education, Program Content

The rapid expansion of programs of study in higher education at the doctoral level represents an awareness of the need to know more about the organization of colleges and universities and to deal more effectively with the problems they face. The principal concern of this investigation was to document the incidence and scope of offerings in higher education at the doctoral level. Questionnaires were sent to 160 institutions classified as "universities" by the National Center for Education Statistics and to 20 additional institutions believed to offer doctoral programs in the fall of 1968. Of the 137 institutions that responded, 86 reported the existence of programs on their campuses; and 53 of that number offer areas of major concentration at the doctoral level. Institutions were asked to indicate the various areas of higher education in which they offer the major and those in which a minor program is available, and were also requested to provide a list of their higher education courses. The erratic distribution of courses "appears to reflect a somewhat adolescent stage of program development." There is also little evidence of a truly interdisciplinary approach to this emerging field. It was found the area of greatest concern is student personnel work. Tables containing the data illustrate the discussion. (JS)

ED029577

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HIGHER EDUCATION AS A FIELD OF STUDY AT THE DOCTORAL LEVEL

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HE 000 727

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U.S. Office of Education

Price: $1.00 per copy
10-20 copies: $.80 each
21 or more copies: $75 each

February, 1969

American Association for Higher Education, NEA
1201 16th Street, N.W., Washington, D.C. 20036

FORWORD

Recent developments in higher education have made it painfully clear that a lot more needs to be known about how colleges and universities work and how they might deal more effectively with the new problems they face. The rapid expansion of programs of study in higher education at the doctoral level represents a major step in the direction of such knowledge. At the same time, the new and larger demands being made on colleges and universities underscore the need to examine these professional programs which will prepare many of the future leaders in higher education.

The American Association for Higher Education believes that the findings of this inquiry will be helpful to institutions that already have programs in higher education, as well as to those that are planning to initiate them. To our colleagues in higher education, we express the hope that the gleanings of this cursory examination will serve as a challenge for a more comprehensive and analytical study of the field.

We are grateful to the many individuals who responded so helpfully for their institutions. Also, we wish to thank James F. Rogers of the U.S. Office of Education, and an active member of the Association, for conducting the study for us.

G. Kerry Smith
Executive Secretary
AAHE

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SUMMARY AND CONCLUSIONS

Largely as a result of the enormous expansion in college and university enrollments over the past decade, higher education as a field of study has come to occupy a strategic place at the doctoral level. At the same time, the programs themselves have been growing. Of the 86 programs reported in this study, including 53 that offer areas of major concentration at the doctoral level, 84 of them employ 468 faculty and offer 889 courses; 49 major programs have an enrollment of 2,174; 44 minor programs enroll 842 students at the doctoral level; 37 major programs awarded 316 doctorates; and 27 minor programs had 354 doctoral recipients in 1967-1968.

There is little relationship between the number of major and minor programs offered in various subspecialties and the distribution of courses among them. One thing, however, is clear -- the area of greatest concern is student personnel work. Not only is the largest number of major programs to be found here, but 25 percent of all the courses offered are in this area. It has been a rapidly developing field since World War II, and the rate of growth may very well have been accelerated by student unrest in recent times.

The apparent lack of any overall logic in the number of courses distributed among the various subspecialties (areas which identify some fairly general employment patterns and in which institutions purport to offer major and minor programs) appears to reflect a somewhat adolescent stage of program development. It is difficult, for example, to reconcile the 22 major and 12 minor programs in academic administration with the 17 identifiable courses in this area, or the 9 major and 8 minor programs in administration of business affairs with the 21 course offerings listed. The only apparent explanation is that

103 courses are offered in general administration, many of which undoubtedly are considered appropriate for programs in two or more areas. A further illustration of this problem is that the largest group of courses (29%) is to be found in the undifferentiated category of "higher education - general." The more we move toward a systematic analysis of the factors involved, the more discrete will be the structure of curricular patterns that emerges.

It is encouraging to find some evidence that programs in higher education are beginning to involve the faculty and resources of multiple divisions and agencies of the universities. Nevertheless, a review of the course and faculty lists indicates that this is largely a mirage. Those who have looked for a truly interdisciplinary approach to this emerging field will continue to be disappointed. Without exception, the writer found that the curriculum and faculty of every major program reported was based very largely in education. These faculties have been more responsive than others to the need in this area, and their competencies have had a more practical relevance for the organizational and management needs of institutions of higher education in the past. However, there is now an urgent need for concerted support of programs of higher education at the highest institutional levels, so that the richly varying contributions from many disciplines will be brought to bear on this increasingly complex field.

A final word of caution is in order. Eighty-six institutions reported offerings in higher education. This report alludes to them as programs. This is patently misleading. Many of them would have the same relationship to a "program" as the chance contents of the pocket of a teen-age boy would have to a philosophy of life, and probably would be even less symbolic. We do not know what constitutes a "program" in higher education. An in-depth study of the offerings of the 53 institutions which purport to offer major concentrations

at the doctoral level would be revealing. It would also be helpful to have some systematic analyses of the professional roles of a variety of employment categories in our colleges and universities. While these kinds of efforts lie beyond the scope of this inquiry, they do suggest themselves as a means of developing model programs.

CURRENT STATUS OF PROGRAMS

Despite the brisk growth of programs and course offerings in higher education at the doctoral level, no comprehensive study of the subject has appeared for the past five years.[1] The purpose of this inquiry was to bring information about the scope and incidence of such programs, as well as those offered at the post-doctoral level, up to date.

Questionnaires were sent to 165 campuses of the 160 institutions classified as "universities"[2] by the National Center for Educational Statistics, U.S. Office of Education, in the fall of 1968, and to 20 additional institutions believed to have offerings in higher education at the doctoral level. The inquiry was sent to the institutions on November 29, 1968, and was addressed to deans of colleges of education or to other individuals who were known to have leadership responsibility for programs in higher education. Of the 180 institutions to which questionnaires were sent, 137 responded before the January 31, 1969, cutoff date of this report.

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[1]For an excellent study of the status of programs in higher education in 1962-63, see John C. Ewing and W. Hugh Stickler, "Progress in the Development of Higher Education as a Field of Professional Graduate Study and Research." Journal of Teacher Education. Volume XV, Number 4, December 1964, pp.397-403.

[2]This classification is given only to those substantial institutions which offer a comprehensive array of doctoral programs or some combination of doctoral and professional programs. It is unrelated to the inclusion of "university" in the name of institutions.

Throughout, data are reported at the national level and for each of four regions:

> Northeast: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont;
>
> Great Lakes and Plaines: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin;
>
> Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and Puerto Rico;
>
> West and Southwest: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Table I shows the number of institutions reporting doctoral programs in higher education in the fall of 1968, as well as those which plan to offer courses in the field before or during the 1970-1971 academic year. Differentiation is made among institutions according to whether they offer "majors," "minors," or programs of lesser scope at the doctoral level.

Table II, which gives several dimensions of the programs being offered in higher education, shows the number of courses offered and the number of faculty who are teaching in the field. The table

does not differentiate faculty members who devote full-time to higher education from those who are engaged in it only part-time. Institutions were asked to report the number of students enrolled as majors and the number enrolled as minors in higher education at the doctoral level in the fall semester of 1968, as well as the number of doctoral recipients who had completed majors and the number who had completed minors in higher education in 1967-68.

A further analysis of the data showed that most of the action in higher education at the doctoral level is concentrated in the institutions that offer it as a major. Of the 53 institutions in this group, 52 reported having 360 faculty members, or 77% of the total reported by all respondents; 51 offer 745 courses (84% of the total); 49 enroll all of the 2,174 students reported as majors in the field; and 29 enroll 645 (77%) of the students reported with a minor. Also, of these 53 institutions, 37 reported all 316 of the doctorates awarded to those majoring in higher education, and 17 reported having awarded the doctorate to 165, or 47%, of the students reported as minors.

The institutions were asked to indicate the various areas of higher education in which they offer the major and those in which a minor program is available at the doctoral level, and each institution was requested to provide a list of its higher education courses. The writer has proceeded with some care and much trepidation to classify the courses according to the several subspecialities listed on the information sheet which was sent to the institutions. Table III includes these data. The erratic distribution of courses among the several fields is striking.

The internship for doctoral students who are planning careers in college and university teaching or administration has been a topic of considerable deliberation in academic circles in recent years. Consequently, an attempt was made to find out how many institutions "require" an internship for major and also how many require it for minor students in higher education. Twenty-three institutions responded that they require the internship for majors in administration, and seven of this number provide some compensation. Eleven responding institutions require the internship in teaching, of which four provide compensation. Many institutions could not respond unequivocally to this item, but indicated that internships are "available," that they are required in some fields, and that compensation is provided in certain positions. Responses concerning the requirement of an internship for minor students were so few that they may be regarded as negligible.

Table IV indicates the frequency with which various schools and colleges within institutions participate in doctoral programs in higher education by offering courses in the field. It does not, however, indicate the extent of such participation. An examination of the lists of faculty members and of course offerings submitted by the institutions shows clearly that the overwhelming majority of both come from the field of education. Further investigation may reveal that there is a somewhat broader participation than is indicated here. It may be that a significant number of courses are being offered jointly by faculty members from several disciplines. But such a conclusion is not warranted by the information at hand.

An additional item of information, and one that is not shown in the tables, is worth noting. Five universities offer "specially planned" programs in higher education at the post-doctoral level. Four

are for a full academic year and one is for summer only. Several institutions replied that such programs could be tailor-made to meet the needs of individuals, and, indeed, this appears to be done quite frequently.

Table I. Number of institutions reporting programs in higher education, with a breakdown of types of programs offered

	Nat'l	NE	Lakes, Plains	SE	W, SW
Institutions	180	51	50	33	46
With programs	86	16	27	12	31
Without programs	51	19	14	11	7
Not responding	43	16	9	10	8
Programs planned by 1970-71	11	2	4	3	2
Programs offered					
Major	53	9	19	6	19
Minor	16	3	4	4	5
Some courses	17	4	4	2	7

Table II. Size of programs in higher education, fall 1968

	Nat'l	NE	Lakes, Plains	SE	W, SW
Faculty	468[a]	87	192[a]	62	127
Courses	889[a]	167	357[a]	88	277
Major programs					
Institutions reporting	49	8	19	5	17
Enrollment	2174	416	1048	149	561
Minor programs					
Institutions reporting	44	7	15	7	15
Enrollment	842	118	338	122	264
Doctorates awarded majors					
Institutions reporting[b]	37	7	12	4	14
Number recipients	316	29	139	50	98
Doctorates awarded minors[c]					
Institutions reporting	27	4	9	3	11
Number recipients	354	159	78	24	93

a. Two institutions reporting did not respond to this item.

b. The number of institutions reporting having awarded doctorates to majors in higher education in 1967-68 is considerably smaller than the number of institutions reporting a major in the field in the fall of 1968. This difference may be primarily the result of item nonresponse.

c. Response to this item was so limited that care should be used in interpreting the data.

Table III. Major and minor programs, fall 1968, reported by 69 institutions, and number of courses offered in various subspecialties by 84 reporting institutions

	Total courses (including adm.)	Student personnel work	Academic adm.	Administration of business affairs	General adm.	Higher ed. (general)	College teaching	Junior college (including adm.)	Teacher education	Other (primarily adult education)[1]
National										
Majors	168	39	22	9	25	35	15	20	2	1
Minors	133	32	12	8	17	31	14	18	1	0
Courses Offered	889	220	17	21	103	254	90	87	34	63
Northeast										
Majors	28	7	4	1	4	5	2	4	1	0
Minors	20	5	1	2	4	3	4	1	0	0
Courses Offered	167	41	4	1	23	54	16	14	8	6
Lakes, Plaines										
Majors	55	14	7	4	8	13	3	5	0	1
Minors	50	13	4	3	8	11	4	6	1	0
Courses Offered	357	101	9	11	35	98	39	26	18	20
Southeast										
Majors	22	5	2	2	4	3	3	2	1	0
Minors	12	3	1	0	1	4	1	2	0	0
Courses Offered	88	23	0	2	9	24	11	7	4	0
West,Southwest										
Majors	63	13	9	2	9	14	7	9	0	0
Minors	51	11	6	3	4	13	5	9	0	0
Courses Offered	277	55	4	7	36	78	24	40	4	29

[1]Limited data.

Table IV. Participation by various colleges, schools, or other divisions of institutions in offering courses in programs of higher education at the doctoral level

	Nat'l	NE	Lakes Plains	SE	W, SW
Institutions reporting	86	16	27	12	31
Education	86	16	27	12	31
Arts and science	15	2	6	1	6
Business and public adm.	10	2	3	1	4
Other	5	3	1	0	1

INSTITUTIONS QUERIED

Each of the institutions listed below was sent the information sheet on which this report has been based. It is known that several other prominent institutions do offer courses in higher education, but they did not respond to the request for information regarding such offerings.

"R" indicates that the institution responded.

"C" indicates that the institution offers courses in higher education at the doctoral level.

ALABAMA

Auburn Univ.-- RC
Univ. of Alabama--R

ALASKA

Univ. of Alaska

ARIZONA

Arizona State Univ.--RC
Univ. of Arizona--RC

ARKANSAS

Univ. of Arkansas

CALIFORNIA

Claremont Grad. School--RC
Stanford Univ.--RC
Univ. of California at Berkeley--RC
Univ. of California at Los Angeles--RC
Univ. of California at Santa Barbara--RC
Univ. of the Pacific--RC
Univ. of Santa Clara
Univ. of Southern California--RC

COLORADO

Colorado State Coll.--RC
Colorado State Univ.
Univ. of Colorado--RC
Univ. of Denver--RC

CONNECTICUT

Univ. of Connecticut--RC
Yale Univ.

DELAWARE

Univ. of Delaware--R

DISTRICT OF COLUMBIA

American Univ.--RC
Catholic Univ. of America--RC
George Washington Univ. --RC
Georgetown Univ.--R
Howard Univ.

FLORIDA

Florida A and M Univ.--R
Florida State Univ.--RC
Univ. of Florida--RC
Univ. of Miami--RC

GEORGIA

Emory Univ.--RC
Univ. of Georgia--R

HAWAII

Univ. of Hawaii--R

IDAHO

Idaho State Univ.--R
Univ. of Idaho--RC

ILLINOIS

Bradley Univ.--R
DePaul Univ.--R
Illinois State Univ.--RC
Loyola Univ.--RC
Northern Illinois Univ. --RC
Southern Illinois Univ.--RC
Univ. of Chicago
Univ. of Illinois at Urbanna--RC
Univ. of Illinois at Chicago Circle--R

INDIANA

Ball State Univ.--RC
Butler Univ.--R
Indiana State Univ.--R
Indiana Univ.--RC
Purdue Univ.--R
Univ. of Notre Dame--RC

IOWA

Iowa State Univ. of Science and Tech.--RC
Drake Univ.--R
Univ. of Iowa--RC

KANSAS

Kansas State Univ.
Univ. of Kansas--R
Wichita State Univ.--R

KENTUCKY

Univ. of Kentucky--RC
Univ. of Louisville--R

LOUISIANA

Louisiana State Univ.--RC
Loyola Univ.--R
Tulane Univ.

MAINE

Univ. of Maine--RC

MARYLAND

Johns Hopkins Univ.--RC
Univ. of Maryland--RC

MASSACHUSETTS

Boston Coll.--RC
Boston Univ.
Brandeis Univ.--R
Harvard Univ.
Massachusetts Institute of Tech.
Northeastern Univ.--R
Tufts Univ.--R
Univ. of Massachusetts

MICHIGAN

Michigan State Univ.--RC
Univ. of Michigan--RC
Univ. of Detroit--R
Wayne State Univ.--RC
Western Michigan Univ.--RC

MINNESOTA

Univ. of Minnesota--RC

MISSISSIPPI

Mississippi State Univ.
Univ. of Mississippi--RC
Univ. of Southern Mississippi--RC

MISSOURI

St. Louis Univ.--RC
Univ. of Missouri at Columbia--RC
Univ. of Missouri at Kansas City--RC
Washington Univ.

MONTANA

Montana State Univ.--RC
Univ. of Montana--RC

NEBRASKA

Creighton Univ.--R
Univ. of Nebraska

NEVADA

Univ. of Nevada

NEW HAMPSHIRE

Univ. of New Hampshire

NEW JERSEY

Princeton Univ.
Rutgers State Univ.--R
Seton Hall Univ.--R

NEW MEXICO

New Mexico State Univ.--RC
Univ. of New Mexico--RC

NEW YORK

Adelphia Univ.--R
Brooklyn Coll.--R
City Coll.--R
Hunter Coll.--R
Queens Coll.--R
Columbia Univ.
Cornell Univ.--RC
Fordham Univ.--R
Long Island Univ.
New York Univ.
Pratt Institute
Rensselaer Polytechnic Institute--R
St. John's Univ.
State Univ. of New York at Albany--RC
State Univ. of New York at Buffalo--RC
Syracuse Univ.--RC
Univ. of Rochester--RC
Yeshiva Univ.--R

NORTH CAROLINA

Duke Univ.--RC
North Carolina State Univ.--R
Univ. of North Carolina at Chapel Hill
Univ. of North Carolina at Greensboro--R
Wake Forest Coll.

NORTH DAKOTA

North Dakota State Univ.
Univ. of North Dakota--RC

OHIO

Bowling Green State Univ.--RC
Kent State Univ.
Miami Univ.--RC
Ohio State Univ.--RC
Ohio Univ.--RC
Univ. of Akron--R
Univ. of Cincinnati
Univ. of Toledo--RC
Case Western Reserve Univ.--RC

OKLAHOMA

Oklahoma State Univ.--RC
Univ. of Oklahoma--RC
Univ. of Tulsa--R

OREGON

Oregon State Univ.--RC
Univ. of Oregon
Univ. of Portland--R

PENNSYLVANIA

Carnegie Mellon Univ.--R
Duquesne Univ.--R
Lehigh Univ.--RC
Pennsylvania State Univ.--RC
Temple Univ.
Univ. of Pennsylvania--RC
Univ. of Pittsburgh
Villanova Univ.

PUERTO RICO

Univ. of Puerto Rico

RHODE ISLAND

Univ. of Rhode Island--R

SOUTH CAROLINA

Clemson Univ.--R
Univ. of South Carolina

SOUTH DAKOTA

South Dakota State Univ.--R
Univ. of South Dakota

TENNESSEE

George Peabody Coll.
Univ. of Tennessee--RC
Vanderbilt Univ.--R

TEXAS

Baylor Univ.--RC
North Texas State Univ.--RC
Rice Univ.--R
Southern Methodist Univ.
Texas A & M Univ.--RC
Texas Christian Univ.--R
Texas Tech. Univ.--RC
Texas Woman's Univ.--R
Univ. of Houston--RC
Univ. of Texas at Austin--RC
Univ. of Texas at El Paso

UTAH

Brigham Young Univ.
Univ. of Utah--RC
Utah State Univ.--RC

VERMONT

Univ. of Vermont--R

VIRGINIA

Coll. of William and Mary--R
Virginia Commonwealth Univ.
Univ. of Virginia--R
Virginia Polytechnic Institute

WASHINGTON

Univ. of Washington--RC
Washington State Univ.--RC

WEST VIRGINIA

West Virginia Univ.--RC

WISCONSIN

Marquette Univ.--RC
Univ. of Wisconsin at Madision--RC
Univ. of Wisconsin at Milwaukee

WYOMING

Univ. of Wyoming--RC